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SCIENCE

FRIDAY, DECEMBER 3, 1915

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THE PEDAGOGICS OF PATHOLOGY¹

IN conformity with the established precedent that the presiding office shall be holden for some remarks in inaugurating his term of service, I venture to present some reflections on the pedagogics of pathology. As members of this society, and of the medical profession, we are all interested in the question of medical education, whether engaged or not in actual teaching. In the curriculum of the medical school, pathology occupies a position of especial interest and importance in relation to the other branches. More than any other topic it bridges the gap which at the present time exists between the sciences fundamental to medicine and the clinical subjects.

Pedagogics—the science of teaching methods—has been making rapid progress in the last half century, and has come to occupy a place among the recognized sciences.

Modern pedagogy is of necessity a recent growth, because experimental psychology itself, upon which it is based, is barely forty years old. The first laboratory for experimental psychology was established by Wundt in Leipsic about 1876, while in this country no such laboratory existed until the one opened by Dr. G. Stanley Hall, at the Johns Hopkins University about 1888. Previous to this time, however, important contributions had been made to the teaching art and the ideas of Pestalozzi, of Herbart, of Rousseau, and others were gradually influencing our educational methods. The importance of laboratory or objective methods, the individual-

¹Address of the President of the Chicago Pathological Society, October 11, 1915.